DOCUMENT RESUME

ED 232 412 EC 160 017

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TITLE Measuring Pupil Progress in Special Education.
INSTITUTION Bergen County Special Services School District, Paramus, N.J.
PUB DATE Jan 83
NOTE 53p.; Some parts of the appendices may not reproduce well.
PUB TYPE Reports - Descriptive (141) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Academic Records; *Disabilities; Elementary Secondary Education; *Evaluation Methods; *Individualized Education Programs; Records (Forms); *Student Evaluation

ABSTRACT

Two years of pilot projects are described that attempt to measure special education pupils' progress without being overly global or overly restrictive. It is explained that to be helpful to students, parents, teachers, and other staff, an evaluation system should provide connections between individualized education programs (IEPs), instructional guides, lesson plans, progress reports, report cards, and testing. An approach was developed which enabled the teacher to audit five variables: suggested annual goals, suggested broad based objectives, instructional activities, instructional resources, and the statement of progress/current levels of functioning. Response from parents and staff to the evaluation approach has been positive, and four conclusions are drawn, including that progress reporting by specialists and related services staff must be examined to determine if the same format is appropriate. Examples of IEP worksheets and progress reports are appended. (CL)

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MEASURING PUPIL PROGRESS

IN

SPECIAL EDUCATION

Submitted by:
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Date: June, 1983

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ACKNOWLEDGEMENTS

It is important to acknowledge the persons who have been intimately involved in the two pilot projects relating to this undertaking. Leadership and support and numerous hours of work were provided by Mr. Leon Butchko and Dr. Ted Swartz, Program Directors for the Multiply Handicapped and for the Emotionally Handicapped and Autistic/Schizophrenic, respectively. Key support war also provided by Mrs. Helen Degnan and Dr. Peggy Mignogna, Learning Consultants with key discussions held with the other Learning Consultants Mrs. Sheila Littauer and Mr. Vincent Comiskey. All teachers and Program secretaries involved should be commended as well. Mrs. Louise Mercurio is also commended for her work on the countless revisions in the pilot documents. It is drawing together such as this that results in the elimination of forms and the creation of a more streamlined and meaningful process whereby student learning becomes again the focus of instruction.

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BACKGROUND

The monitoring and evaluation of student progress is one of the most critical elements in the entire instructional process. Unfortunately, in most school districts it is a very symbolic and subjective process. When parents and other teachers receive report cards and progress reports, they do not really know a great deal about what was covered and exactly what a given student mastered in the way of knowledge and skills. Even in special education, where much more tends to be spelled out, the case does not seem to be vastly different, and in spite of the vast and often elaborate planning that takes place, the result tends to be either too global or too narrow.

A "too global" approach is one which merely describes the type of evaluation or monitoring which will take place. In other words, what is often seen is a description of the how---not the what. The "how" includes words which tell people how evaluation will take place not what will be the basis for evaluation. Such words are "teacher judgement", "standardized tests", "tests", "observation", and/or "anecdotes". The method used to evaluate very often tends to be traditional grading. An example follows:

CHART A: GLOBAL APPROACH

OBJECTIVE:	EVALUATION:	GRADE:
1. To increase Reading Comprehension	1.1 Teacher tests 1.2 Observation 1.3 Text tests	C

A "too narrow" approach is one which is very restrictive for teaching and very specific for learning. It is often so restrictive that the teacher's hands are tied to the instructional conditions, terminal objectives, levels of achievement, mastery, and proficiency with criteria delineated. An example follows:

CHART B: RESTRICTIVE APPROACH

OBJECTIVE:
1. Given a Green Light Go Teachers Guide and the Selection entitled The Candy Store on page 36 in the Guide, and the teacher saying, "I want you to read the story to yourself and to answer all 10 questions in the workbook on page 25 with no more than 1 wrong and to do so within 15 minutes," the students will read the story and will answer all 10 questions in the workbook with no more than 1 wrong (90% accuracy) with the criteria as dictated by the Teachers Guide on page 36.

Based upon the above-noted extremes, it becomes clear that the challenge faced in the Bergen County Special Services School District has been to develop an approach which would be of greatest benefit to students, parents, and teachers as well as administrators and support services personnel. To this end six standards have been set:

1. The approach should foster individualization of instruction based upon mastery of objectives.

2. The approach should enable clear and direct connections to be made between Individualized Educational Plans (I.E.P.s), Instructional Guides, Lesson Plans, Progress Reports, Report Cards, and Testing.

3. The approach should reduce rather than increase paperwork.

4. The approach should provide directions but should also allow flexibility so that instruction can be varied without having to write additional lengthly objectives.

5. The approach should ensure meaningfulness to parents and all who make use of it.

6. The approach should lend itself to computerization.

PILOT PROJECT

Research Study, 1981-1982

In 1981-1982 there was a search of the professional literature to review approaches which were being used to monitor and evaluate the progress of handicapped students It became clear that the Bergen County Special Services School District was doing at least what was being done elsewhere:

> There was a balanced approach. It combined the use of traditional report cards with narratives. At least 1 narrative progress report (report card) was issued per school year; however, the vocabulary was often quite technical and there was little consistency in how mastery of objectives was addressed---sometimes a teacher would list topics covered; sometimes a teacher would list skills covered; sometimes criteria were listed; sometimes standards were listed; and sometimes a global evaluative statement was listed ("Susan's reading comprehension has improved.").

The other reporting periods (report cards) were similar to traditional report cards which had on them various standard items for each Program. Unfortunately, these items often did not relate to the student's Individualized Educational Program, Instructional Guide, or Lesson Plan. A, B, C, D, F or 1, 2, 3, 4, 5 or some other such system was used. Standardized and non-standardized test results were not tied into the Progress Reporting System.

A Content Analysis of the narrative statements used in some classes in the District revealed the embryo of a possibly better system. The narrative statements which showed promise appeared to meet the six standards. Pivotal to the narrative statements were statements which were neither too broad nor too narrow, neither too technical nor too simplistic, which were neither too wordy nor too streamlined, and which consisted neither of standards nor criteria but what appeared to be examples of performance.

PILOT PROJECT, 1982-1983

The best way to introduce the overall concept behind the pilot project is to review the concept of "the educational audit". Breaking down the teaching process into component parts enables us to "audit" each variable and to modify the teaching process. The pilot project proposed to develop a format which enables a teacher, or for that matter anyone, to audit each teaching component.

The first variable is the "Suggested Annual Goals". They are developed based upon the student's strengths and needs, the progress previously made, and upon the needs as perceived by parent, student, and/or Planning Team including the teacher. These goals and the second variable, the "Suggested Broad-Based Objectives", make up the two planning components for the I.E.P. These planning variables are called the IEP Worksheet and include the raw information from which the local school district develops the I.E.P. This procedure represents policy in the sending-receiving relationship for special education in New Jersey.

These goals and objectives are derived in wording from the District's Bank of Goals and Objectives which have been developed by teachers throughout the District. There are also more specific objectives which have been developed, but they appear elsewhere and are viewed as instructional activities or indicators of progress.

An example of the "Broad'Based Goals and Objectives" follows:

The broad-based goal might be to develop comprehension skills. The broad-based objective might be to demonstrate skills in stating details in a news article.

CHART C: BROAD-BASED GOAL + OBJECTIVE

Area Reading
To develop Comprehension skills.
To state details in newstory.

The third variable is the Instructional Activity and the fourth variable is the Instructional Resource. The fifth variable is the Statement of Progress/Current Levels of Functioning.

Continuing the example from above, the Activity might be to identify what happened at the beginning, middle, and ending of a story in the Record newspapers. The Resource would, then, be the Record. Progress/Current Levels of Functioning might include that the student read and sequenced at least 5 stories in the Sports section, 3 World News stories, 4 financial news stories, 6 Help Wanted ads, and 6 Help Available ads.

CHART D
ACTIVITIES/RESOURCES AND PROGRESS/CURRENT FUNCTIONING

Area: Reading	Activity/Resources	Progress
To develop comprehension skills		
To state details in news story	To identify what happened at the beginning/middle and end of story/ Record	Read and sequenced 5 stories in Sports 3 World News stories 4 Financial News 5 Help Wanted Ads 5 Help Available Ads

EVALUATION OF THE PILOT PROJECT

Feedback from parents and from staff has been extremely positive. Once the parents have reviewed the Progress Report they really feel that they know what has happened in school.

Feedback from administrators has also been extremely positive. Once they have reviewed the Progess Report they have said that they know the children better than they have ever known them, know the staff better than ever before, and are able to see "everything out on the table".

CONCLUSIONS/RECOMMENDATIONS

1. There must be enough lead time and clerical support to get all of the copying done that needs to be done.
2. The numbers of progress reporting periods per year must be reviewed because of the largeness of the task.
3. Progress reporting by specialists must be addressed to see if the same format is appropriate.
4. Progress reporting by related services personnel must be addressed to see if the same format is appropriate.

APPENDIX I

SAMPLE EXCERPTS OF IEP WORKSHEET

THE WILLIAMS SCHOOL, SPECIAL SERVICES SCHOOL DISTRICT OF BERGEN COUNTY
IEP WORKSHEET

Sending School District: _____
Date This Worksheet Prepared: April, 1983

Student: _____
Date of Birth: _____

Area: Reading

Teacher: _____

This Year's Goals	Activities/Materials	Progress Rept Dates	Progress/Current Levels of Functioning	Suggested Annual Goals for Next Year -Suggested Broad Based Objectives
To increase sight word vocabulary.	Flash cards DLM-Sight Word Lab	11-82 2/83	1. Identifies 15 new sight words. 2. Identifies 20 new sight words.	To develop word recognition skills. -To demonstrate recognition of sight vocabulary words. -To demonstrate recognition of vowels.
To increase phonetic skills.	Text-Spelling Skills and Sounds DLM-Working with Sounds Text-Explode the Code Text-Vowels-Enrich Good Idea.	11-82 2/83	1. Verbalizes final consonant sound when presented with c-v-c word. 2. Identifies the long vowel sounds. 3. Identifies the short "A" vowel sound.	

THE WILLIAMS SCHOOL, SPECIAL SERVICES SCHOOL DISTRICT OF BERGEN COUNTY
IEP WORKSHEET

Sending School District: _____
Date This Worksheet Prepared: April, 1983
Area: Langauge Arts

Student: _____
Date of Birth: _____
Teacher: _____

This Year's Goals	Activities/Materials	Progress Rept Dates	Progress/Current Levels of Functioning	Suggested Annual Goals for Next Year -Suggested Broad Based Objectives
To be able to reproduce the letters of the alphabet.	Alphabet flash cards Text-Spelling Words and Sounds.	11-82	1. Reproduces all letters of the alphabet from model.	To develop reading readiness skills. -To demonstrate recall skills. To demonstrate increased skills in writing.

THE WILLIAMS SCHOOL, SPECIAL SERVICES SCHOOL DISTRICT OF BERGEN COUNTY
IEP WORKSHEET

Sending School District: _____ Student: _____
Date This Worksheet Prepared: April, 1983 Date of Birth: _____
Area: Mathematics Teacher: _____

This Year's Goals	Activities/Materials	Progress Rept Dates	Progress/Current Levels of Functioning	Suggested Annual Goals for Next Year -Suggested Broad Based Objectives
To identify money	One by One - text	11-82 2/83	1. Identifies the value of coins. 2. States their combined value given a set of five pennies. 3. States the combined value given two nickels. 4. Identifies the combined value of coins of different denominations.	To develop knowledge of computational skills. -To demonstrate addition of multi-digit numbers. -To demonstrate subtraction of multi-digi numbers. To maintain knowledge of measurement concepts. -To demonstrate identification of money concepts.
To be able to solve simple addition and subtraction problems to 20.	Text-One by One Versa-Tiles-Primary Math lab DLM-Moving Up With Numbers.	11-82 2/83	1. Subtracts two one-digit numbers. 2. Computes in writing the sum of two one-digit numbers, one of which is the number one. 3. Computes addition problems with sums to ten. 4. Adds multiples of 10.	

THE WILLIAMS SCHOOL, SPECIAL SERVICES SCHOOL DISTRICT OF BERGEN COUNTY
IEP WORKSHEET

Sending School District: _____ Student: _____
Date This Worksheet Prepared: April 1983 Date of Birth: _____
Area: Mathematics Teacher: _____

This Year's Goals	Activities/Materials	Progress Rept Dates	Progress/Current Levels of Functioning	Suggested Annual Goals for Next Year -Suggested Broad Based Objectives
To identify numbers to 100.	Text-One by One DLM-Moving up With Numbers.	11-82 2/83	1. Writes numerals one through ten. 2. Identifies by name one digit numbers. 3. Writes numerals one through twenty. 4. Verbally compares numbers using "more than," "less than," or "equal to."	To develop knowledge of number concepts. -To demonstrate identification of place value. -To demonstrate identification of number patterns.
To identify parts of time.	Workbook-Fun with Time Telling time Discs Clock	11-82	1. Tells time to the hour. 2. Tells time to the half hour. 3. Locates date on a calendar.	To maintain knowledge of measurement concepts. -To demonstrate identification of time concepts. -To demonstrate identification of standard units of measurement.

THE WILLIAMS SCHOOL, SPECIAL SERVICES SCHOOL DISTRICT OF BERGEN COUNTY
IEP WORKSHEET

Sending School District: _____ Student: _____
Date This Worksheet Prepared: April, 1983 Date of Birth: _____
Area: Behavior Teacher: _____

This Year's Goals	Activities/Materials	Progress Rept Dates	Progress/Current Levels of Functioning	Suggested Annual Goals for Next Year -Suggested Broad Based Objectives
To increase attention skills.	Behavior Management Sticker system Immediate gratification	11-82 2/83	1. Attends for short independent assignments. 2. Attends to the teacher. 3. Attents to a learning task for appropriate allotted time.	To demonstrate task orientation. -To demonstrate attending skills. To demonstrate task orientation skills. -To follow directions. -To complete tasks on time. To demonstrate working independently. -Attempts assigned tasks without first seeking help. To demonstrate control o emotions. -To delay or inhibit impulses toward immediate expression. -To demonstrate respon sibility for own behavior. -To identify and describe own work habits
To desist from inappropriate behavior	Behavior Management Sticker system Immediate gratification	11-82	1. Desists from spitting at others. 2. Desists from cursing. 3. Complains only about real physical ailments.	

APPENDIX II

EXAMPLE OF PROGRESS REPORT

NORMAN A. BLESHMAN SCHOOL, SPECIAL SERVICES SCHOOL DISTRICT OF BERGEN COUNTY, PROGRESS REPORT

AREA READING

STUDENT _____

TEACHER _____

GOALS	ACTIVITIES	PROGRESS AND/OR LEVEL OF PERFORMANCE	
		Date	
1. Increase skill in tracing activities.	A. Holt Reinforcement Worksheets B. Teacher made materials and Worksheets C. Trace, Cut & Paste Dittos, Milliken	11/82	Michael has developed more skill in tracing lines, shapes and letters. When he is completel focused on the task, Michael's hand shakes and it is difficult for him to stay completely on the line.
		2/83	Michael is able to trace and copy, from a model, various simple shapes and most upper case letters. His hand shakes less when he is completing tracing activities.
2. Recognition of lower case letters.	A. Phonics Workbook, Level A, Modern Curriculum Press B. Hear, Say, See, Write, Level 2, Holt c. Holt Reinforcement Worksheets	11/82	Michael can receptively label all upper and lower case letters and can expressively label most of them. He is able to correctly match most upper and lower case letters (Bb, Ee).
		2/83	Michael is now able to expressively label a lower and upper case letters correctly. He has retained his skill in matching upper and lower case letters (Aa, Gg). However, he does exhibi some reversals - labeling b as d or d as b.

GOALS	ACTIVITIES	Date	PROGRESS AND/OR LEVEL OF PERFORMANCE
3. Phonic sound correlation to letters.	A. Materials same as Goal #2.	11/82	Michael is developing his skill in learning initial consonant sounds. He is now able to categorize pictures according to their beginning sound with phonetic emphasis and teacher assistance. Th area needs further development.
		2/83	Michael has learned most consonant sound symbo and is able to match pictures to the corresponding letter sound in the initial position. With phonet emphasis and teacher assistance, he is more able t discriminate final consonant sounds.

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NORMAN A. BLESHMAN SCHOOL, SPECIAL SERVICES SCHOOL DISTRICT OF BERGEN COUNTY, PROGRESS REPORT

AREA MATHEMATICS

STUDENT _____

TEACHER _____

GOALS	ACTIVITIES	Date	PROGRESS AND/OR LEVEL OF PERFORMANCE
1. Michael will be introduced to addition.	A. Holt Mathematics, Level II	11/82	Michael has been introduced to the addition facts (1 to 5). He is able to complete these equations by counting the pictures and filling in the numerals in the equations.
	B. Teacher made number line.	2/83	Michael continues to complete addition equations (facts 0 to 5) with the use of a numb line. Michael is able to verbalize the additio sentence - 1 plus 1 is 2. Michael knows some math facts by rote (doubles, adding by 1 and 0) He continues to need teacher assistance in solv addition problems with the number line.
2. Michael will improve his ability to count with one to one correspondence.	A. Holt Mathematics, Level II B. Holt drill sheets C. Teacher made materials and worksheets.	11/82	Michael is able to count up to 20 with one to one correspondence. He needs to be focused the task and needs to be reminded to count slow He cannot complete this skill independently. Without teacher support, Michael is only able t count 1 to 5 objects.
		2/83 -	Michael has increased his ability to inde-pendently count 1 to 10 objects with one to one correspondence. When counting up to 20 objects, he needs to be focused on the task and reminded carefully touch count.

GOALS	ACTIVITIES	Date	PROGRESS AND/OR LEVEL OF PERFORMANCE
3. Michael will be introduced to telling time by the hour and half hour.	A. Teacher made materials B. D.L.M. time puzzles C. Holt Mathematics, Level II	11/82	Michael has been introduced to telling time by the hour. He is able to complete D.L.M. time puzzl and with teacher cues can tell time by the hour in structured lesson. Michael has not been introduced to telling time by the half hour.
		2/83	Michael is able to tell time by the hour and with minimum teacher cues can tell time by the half hour. He continues to complete D.L.M. time puzzles independently and time worksheets in his Mathematic Workbook.
4. Introduce Money concepts to a quarter.	A. D.L.M. Coin Stamps B. U.S. Coins C. Teacher made materials	2/83	Michael is learning to recognize the basic coi penny, nickel, dime and quarter - and the values o each coin. He confuses the nickel and the quarter This skill needs further development.

NORMAN A. BLESHMAN SCHOOL, SPECIAL SERVICES SCHOOL DISTRICT OF BERGEN COUNTY, PROGRESS REPORT

AREA LANGUAGE ARTS/HANDWRITING

STUDENT _____

TEACHER _____

GOALS	ACTIVITIES	PROGRESS AND/OR LEVEL OF PERFORMANCE	
1. Michael will increase his visual-fine motor skills.	A. 1" lined writing paper. B. Milliken, Cut & Paste Dittos C. Milton Bradley, Tracing Shapes D. D.L.M. stringing beads and small pegs.	Date 11/82	Michael is right handed and has an adult pencil grasp. He is now able to write his full name in upper case letter on 1" lined paper, with correct sequencing. He needs a teacher model and has difficulty with spacing between letters and positioning on a line. Michael needs to develop a stronger grasp on his pencil. He can cut basic shapes but nee more skill in cutting on the line. He is also able to string small beads and place small pegs in a pegboard.
		2/83	Michael has developed more skill in complet fine motor skills. He also exhibits a stronger pencil grasp. Michael is continuing to write h name, address and words on 1" lined writing paper. He is more able to cut basic shapes with mo precision and continues to work well with small pegs and beads.

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NORMAN A. BLESHMAN SCHOOL, SPECIAL SERVICES SCHOOL DISTRICT OF BERGEN COUNTY, PROGRESS REPORT

AREA SOCIAL STUDIES/COMMUNITY AWARENESS

STUDENT _____

TEACHER _____

GOALS	ACTIVITIES		PROGRESS AND/OR LEVEL OF PERFORMANCE
1. Review Community Helpers and their jobs.	A. Teacher made materials.	Date 11/82	Michael has expanded his knowledge of Community Helpers - Police Officer, Fire Fighter, Letter Carrier, Doctor, Nurse and Dentist. He is able to talk about their job responsibilities, how they help people and the tools of their trade.
	B. U.S. Map Puzzle C. Filmstrip on Martin Luther King, Jr.	2/83	Michael enjoyed learning about the lives of Martin Luther King, Jr., Abraham Lincoln and George Washington and an introduction to the role of the President of the United States. He is able to label the White House and the Capitol and can recognize the map of the U.S.

GOALS	ACTIVITIES		PROGRESS AND/OR LEVEL OF PERFORMANCE
2. Continue to develop knowledge of emergency resources.	A. Sesame Street Fire Education Kit.	Date 11/82	Michael also learned, through Sesame Street Fire Prevention materials, what to do in a fire situation and listened to and saw fire fighters' equipment.
	B. Milton Bradley's Functional Signs.	2/83	Michael has increased his recognition and understanding of functional signs in the environment - Examples - Police, One Way, Bike Route, etc. Michael is able to discuss where we might find this sign and what the sign is telling us to do. Michael has been a verbal participant in classroom lessons on what children should do in emergency situations - Examples - "What do you do when you are lost?", "What do you do when you have a cut or are hurt?" Michael is able to verbalize and "act out" his answers.

NORMAN A. BLESHMAN SCHOOL, SPECIAL SERVICES SCHOOL DISTRICT OF BERGEN COUNTY, PROGRESS REPORT

AREA SCIENCE/HEALTH

STUDENT _____

TEACHER _____

GOALS	ACTIVITIES		PROGRESS AND/OR LEVEL OF PERFORMANCE
1. Continue to introduce simple Science experiments and corresponding vocabulary.	A. Modern Elementary Science, Level 1 B. Progress book, Modern Elementary Science, Level 1 C. Teacher made materials	Date 11/82	Michael has increased his vocabulary and learned to classify basic Science concepts through manipulative experiences and workbook exercises. These concepts include - hard/soft, rough/smooth and the sense of taste.
		2/83	Michael continues to increase his vocabulary and awareness of Science concepts. He enjoys observing weather patterns, changes in the clouds and differences in temperature. Michael also performed different experiments on the sense of smell and hearing and learned to categorize objects in this unit.

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GOALS	ACTIVITIES		PROGRESS AND/OR LEVEL OF PERFORMANCE
2. Continue to develop knowledge through experience.	A. Teacher made materials B. Toothbrush, toothpaste	Date 11/82	Michael can independently brush his teeth after lunch with fair sequencing. He has also developed more skill in categorizing foods according to the 4 basic food groups.
		2/83	Michael is able to name and state weather characteristics of the four seasons of the year. Michael developed more skill in verbalizing the differences in clothing throughout the four season and the rationale for protecting ourselves from th weather elements.

NORMAN A. BLESHMAN SCHOOL, SPECIAL SERVICES SCHOOL DISTRICT OF BERGEN COUNTY, PROGRESS REPORT

AREA BEHAVIOR

STUDENT _____

TEACHER _____

GOALS	ACTIVITIES	Date	PROGRESS AND/OR LEVEL OF PERFORMANCE
1. To use appropriate language to express emotions.	A. Behavior Modification Strategies - Happy face stamp, chart and classroom store. B. Classroom games and group activities.	11/82	Michael has just begun to verbalize his ang or displeasure. Michael has had episodes of "acting out" - trying to run out of the classro hitting, scratching and biting teacher when he cannot have his own way. Michael is given time to calm down and usually comes back to the grou activity to participate. This skill needs further development.
	C. U.S. Coins for Classroom Store	2/83	Michael has shown some growth in the area of social/emotional skills. He is more able to co trol his anger and verbalize his feelings. However, Michael does have sporadic "temper tantrums" when he cannot have his own way or wh he is reprimanded. Michael has to be "timed ou to calm down and from hurting peers or teachers This skill continues to need further developmen

GOALS	ACTIVITIES	PROGRESS AND/OR LEVEL OF PERFORMANCE	
2. To attend to task and ignore irrevelant stimuli.	A. Behavior Modification B. Tape recorder C. D.L.M. Auditory Discrimination Tapes D. Systems 80	Date 11/82	Michael enjoys listening to the D.L.M. auditory discrimination tapes and matching pictures with sounds. He is able to listen to most sounds - verbalize the object making the sound and choose the appropriate picture. He is also able to independently complete readiness concept exercises on Systems 80. Michael will at times sit, tune out others or group activities and make noises with pencils, crayons or his hands. He needs to be refocused on the task.
		2/83	Michael has increased his ability to remain focused on a task or activity for longer periods o time. He is more able to work independently durin worktime, without constant refocusing on the task. His inappropriate noises do,however,continue and Michael needs to be told to sit quietly.

NORMAN A. BLESHMAN SCHOOL, SPECIAL SERVICES SCHOOL DISTRICT OF BERGEN COUNTY, PROGRESS REPORT

AREA ART

STUDENT _____

TEACHER _____

GOALS	ACTIVITIES	Date	PROGRESS AND/OR LEVEL OF PERFORMANCE
1. Color discrimination between Primary and Secondary colors.			
2. Recognition of shapes within the environment.			
3. To further develop manipulative skills; i.e., Art utensils.			
4. Ability to follow 2 - 3 step directions.			
5. Development of more advanced cutting skills.			
6. Continue to develop eye-hand coordination.	Cardboard Weaving	11/82	Michael took awhile to understand the weaving process and needed some assistance to complete the project.
7. To further develop creative thought in relation to various Art media.	Pariscraft Sculpture	1/83	Michael did a nice job of forming the facial features and covering them with the pariscraft strips. He did rush through the procedures a few times but once corrected did a fine job.

NORMAN A. BLESHMAN SCHOOL, SPECIAL SERVICES SCHOOL DISTRICT OF BERGEN COUNTY, PROGRESS REPORT

PHYSICAL EDUCATION

STUDENT _____

TEACHER _____

GOALS	ACTIVITIES	Date	PROGRESS AND/OR LEVEL OF PERFORMANCE
Recreation			
P. Participate with assistance in activities which can be used outside of the classroom			
I. Participate in activities under supervision which can be used during leisure and free time.	kickball, four square, simple games, dodgeball, newcomb, T-ball, modified football and soccer hockey, basketball, pillo pollo	Nov'82 Feb'83	Michael is able to participate in group activities but needs assistance to be reminded where his place is, when it is his turn, and what to do. Michael continues to be involved in games and activities which can be used outside of the gym.
E. Learn and appreciate a variety of sports as a participant or spectator.			
Object Awareness			
P. Visually track a moving object.			
I. Develop skills in rolling and throwing.	dodgeball, newcomb	Nov'82	Michael has an immature form in both of these skills.
E. Develop skills in catching striking and kicking.	T-ball, newcomb, kickball, and crab soccer	Nov'82 Feb'83	Michael is delayed in the area of eye-hand coordination and eye-foot coordination Michael has tried hard to improve in this area.

GOALS	ACTIVITIES	Date	PROGRESS AND/OR LEVEL OF PERFORMANCE 2
Rhythmics			
P. Respond to and follow with assistance basic rhythmic directions. I. Develop and follow simple rhythmic patterns. E. Develop the ability to exercise with music and move with the instructions which accompany the music.	locomotorskills and eye-hand coordination activities to music	Nov'82	Michael responds well to verbal and visual cues during rhythmic activities.
Spatial Orientation			
P. Develop an understanding and ability to respond to different positions in space (up down, over, through). I. Develop an understanding of the relationship between objects and one's body (front,side between, in back of). E. Develop the ability to move one's body and objects in all directions.	obstacle course; simple games; sport and game activities; scooter activities	Nov'82 Feb'83	Michael knows the basic spatial concepts involved in these activities. Michael has not shown any problems in moving himself in different positions.

GOALS	ACTIVITIES	PROGRESS AND/OR LEVEL OF PERFORMANCE	
		Date	
Sportsmanship			
P. Play cooperatively and safely along side	game and sport activities	Nov'82	Michael plays cooperatively with his classmates.
I. Develop a desire for physical activities; play cooperatively in group situations; respond to rules, strategies and techiques.	kickball, T-ball, modified football and soccer, simple games	Nov'82	Michael enjoys physical activity and generally follows the rules but he does not yet understand the game procedures.
		Feb'83	Michael has had some outbursts because he is not as agressive at going after balls in competitive activities. He still needs assistance in what to do and where to go.
E. Play cooperatively in competive situation; respond to competitive rules, stratigies and techniques.			
Physical Fitness			
P. Participate in activities which will improve the physical fitness level.			
I. Maintain or improve fitness level through continued physical activity.	simple games; game and sport activities; physical fitness exercises and activities; crab soccer; obstacle course; parachute and scooter activites	Nov'82	Michael is very active but shows a weakness in the area of muscular strength.
		Feb'83	This area seems the same.
E. Maintain or improve fitness level through exercises by means of self motivation.			

GOALS	ACTIVITIES	PROGRESS AND/OR LEVEL OF PERFORMANCE	
		Date	
Body Awareness			
P. Identify with assistance large body parts.			
I. Identify both small and large body parts.			
E. Move a specific body part upon instruction	individualized instruction of game and sport skills; group activities	Nov'82	Michael needs extra assistance physically when learning motor skills.

Note: Goals may be adapted or modified to fit the physical abilities and limitations of each individual student.